**Break Out 3: Mapping Out a Plan**

**Day: 2**

**Time: 10:15 – 11:45am (90 min.)**

**Session Outcomes:**

* Develop an awareness of the importance of students at the center.
* Explore a video entry to be clear on what is required and begin brainstorming lesson ideas.
* Articulate around the Architecture several unit or lesson design ideas.
* Explore Curriculum Maps to determine best choices for this entry.

**Rationale:** Participants will successfully choose and analyze their video entry.

**Set Up:**projector, screen, laptop, PowerPoint, all activity materials listed below

**Binder Items:**

***Handout One – Nancy will make:*** Every certificate has one or more standards that refer to knowing students. How committed are you to knowing all there is to know about your students so that it can guide your instructional decisions in the classroom? On Day One of this Summer Institute, we began the day with the development of your own personal vision for why you are pursuing National Board Certification. While this vision keeps you grounded as to why you are here, what this process will reveal to you over the next year is what truly lies at the center of your core beliefs. The National Board deliberately starts with Teachers are Committed to Students and Their Learning as the first of the Five Core Propositions. In this activity, you will begin where all National Board candidates must, with understanding how students will guide your description, analysis and reflection throughout this work. After all, everything you compose in your written commentary must be about these, students, in this setting, at this time. First, all aspects of students must be explored in both your practice and in what is part of your own core beliefs about teaching and learning.  
  
We begin by exploring your core beliefs today, however you don't yet know the students or the setting in which you will be teaching until they all arrive the first day of school. Even then, these ideas are worth revisiting because ideas and beliefs change over time and under new circumstances. The following reflections will help you to examine these core beliefs. For the sake of this activity, bring your last group of students taught to mind.

**Handout:** “Portfolio Overview Worksheet from wiki

**Handouts:** Architecture Cognitive Questions (pdf) ***and*** Architecture Graphic Organizer (wiki)

**Procedures:**

1. **Activity One - Knowing Your Students (20 min): *Materials Needed:*** notepad, Personal Inventory Chart from Day One, certificate area standards, Portfolio Directions (Instructional Context), Handout One
   1. Read Handout One and connect the information to students that have just your classroom.
   2. Quickly list 10 adjectives, words, or phrases you would use to describe your students. Don't edit the list yet, just list the ideas as they immediately come to you.
   3. Read your list. Imagine someone else is reading it, someone who doesn't know you.
      1. What would they say you believe about your students?
      2. What does your list tell you about your beliefs?
      3. What does it say about your perception of your students' ability to learn?
      4. About your role as their teacher?
   4. Compare your list with someone next to you. Notice that your lists are not the same, but there may be similarities. What are the pieces that make your list unique?
   5. Here are the big questions: How do your beliefs about your students impact your teaching? Your students' learning?
   6. Now, let's return to the National Board Standards. Find the Standard most directly reflecting Knowledge of Students. Looking at the personal inventory charts you completed on Day One, answer these questions:
      1. How do your current beliefs about your students match the ideas reflected in the National Board Standards and Core Propositions?
      2. How do they vary?
      3. Why is this important?
   7. **Facilitator Discussion:** “When you write your written commentary, it must possess concrete examples of your current practice that demonstrates what you believe about your students and their learning, as well as the actions, strategies and choices you make for these students, in this setting, and at this time. Begin thinking about some of these examples. These concrete examples serve as "evidence" of your accomplished practice.”
   8. **Activity Closure:** Discuss how the Instructional Context helps provide this basis of the remaining components of the written commentary, and what makes the characteristics of your students relevant? How do you go about selecting the relevant characteristics for the Written Commentary, how will this change throughout the course of your composing the entry?
2. **Activity Two – Explore a Video Entry (20 min): *Materials Needed:*** sticky notes, highlighters, Portfolio Overview graphic organizer, Portfolio Directions (video entries)
   1. **Facilitator:** Put up a parking lot for questions as they arise about the technical aspect of this entry. They will be addressed in Breakout 5, but first it is important to know what is required of the video entries prior to planning to videotape in the classroom.
   2. **Facilitator Discussion: “**The purpose of this next activity is to present strategies to guide you as you plan for the completion of your video entry. Each certificate requires very specific directions on what must be included in the video recording, therefore it is extremely important that you know the particulars of your entry prior to recording the lessons you have planned for your entry. A common error candidates make is in recording unit lessons that they believe are "golden lessons" without reading and understanding what is required in the entry. Candidates become frustrated when they encounter these errors as they go to answer many of the questions in the portfolio entry and struggle with responding to the prompts. When candidates obtain a video clip that they are pleased with, they often become so attached to it, that they find themselves trying to "make it fit" rather than making choices that best reflect the entry. You don't want to find yourself trying to fit a square peg into a round hole. This is why pre-planning for this entry is key.”
   3. Select a video entry (Entry 2 or 3) and, carefully, read your *Entry Description*. It will tell you what knowledge and understanding you will need to demonstrate in the entry. Take it apart, piece by piece, and talk with a colleague about what it is asking you to show. Begin to think about some units/lessons that you currently do that may be good fits for this entry.
   4. Know what it is you need to submit, by reading the *What Do I Need to Do* section*.* Planning for the individual pieces of this entry, will help you to make good decisions about what components of your lesson are best to showcase.
   5. Since the video recording materials you will submit must reflect the elements of teaching practice that are judged essential to the National Board's vision of accomplished teaching, be sure to read and reflect on the Standards outlined in *The Scoring Guide* section for your entry. Think about how you might read these Standards through the "lens" of the content of this particular entry's lessons. **Facilitator:** participants are now directed to the scoring guide instead of the “How will my response be scored” section of the Portfolio Instructions due to changes on the National Board website.
   6. Pick out the key words from the *Level 4 Rubric* and internalize the connections that can be made between the content of your lesson and your ability to deepen students understanding of the content. How will you, specifically, provide evidence of these rubric concepts in your written commentary for this entry?
   7. Using the “Portfolio Overview Worksheet,” answer the questions about the video entry you’ve selected (Entry 2 or 3).
   8. As part of your future planning, use this worksheet to layout the rest of your portfolio entries.
3. **Activity Three – Swinging Through the Architecture (20 min): *Materials Needed:*** pre-cut string, white paper, tape, pre-made model, Architecture of Accomplished Teaching
   1. Provide each candidate with two lengths of rope, each approximately 32 inches in length. One will represent the **teacher**, the other the **student**.
   2. Turn to the Architecture of Accomplished Teaching in this breakout section. As we discuss each step of the Architecture, tie one knot on each string. *Architecture sections are:* 
      1. Students (base)
      2. Goals
      3. Instructional strategies
      4. Assessment
      5. Reflection
      6. Repeat (set new goals)
   3. Now that we’ve reviewed the Architecture of Accomplished Teaching, place both strings, flat, on a blank piece of paper (can tape if desired).
   4. On the outside of each string, label each step of the Architecture. Between the two strings, draw a line that connects the corresponding knots. These lines represent evidence of:
      1. Knowledge of Students (base)
      2. Goals
      3. Instructional strategies
      4. Assessment
      5. Reflection
   5. **Facilitator:** connect newly constructed model to the next activity.
4. **Activity Four – In the Architecture (30 min): *Materials Needed:*** Lesson/unit plan from classroom/content area, Cognitive-Architecture graphic organizers, Entry Planner graphic organizer, Portfolio Instructions
   1. Select one unit/lesson to explore more thoroughly in this walk through the architecture.
   2. Review the handout of the Architecture of Accomplished Teaching
   3. Use the “Architecture Graphic Organizer” to walk though a unit/lesson that might fit the entry you have just explored.
   4. **Facilitator:** lessons can be ones previously delivered or participants can plan for future lessons. The purpose here is to simply walk through a favorite lesson and respond to each part of the architecture. This allows participants to see the simplicity of the questions they'll be asked to respond to in the portfolio instructions.
   5. If time permits, talk through your ideas with a colleague and provide time for both of you to share.